



## PRACTICE ASSESSING AN INDICATOR FOR SCHOOLS USING THE STEPS TO SUCCESS RAPID IMPROVEMENT INDICATORS

### 1. What do the terms in the indicator mean?

- Review the description of the indicator in the Wise Ways.
  - Examine the terms in view of school culture and context, for example
    - what do we mean by 'leadership team' or 'instructional team'?
    - what are our school's / district's 'indicators of effective teaching'?
    - what do we use as 'criteria for mastery' and do all teachers apply them similarly?
- Agree on the meaning of the terms in the indicator so all are considering the same concepts when answering the assessment questions.

### 2. What would **full implementation** of the indicator look like in our school or district?

- Review the research and description of the indicator (Wise Ways).
- Have a conversation in which team members describe *who would be doing what* if the practice were fully evident in your organization.
- Assess your current level of implementation against the ideal you envision – Full, Limited, None.

### 3. What is the **priority** of this practice for your organization's improvement?

- How much would this practice – if fully and effectively implemented -- contribute to improved student achievement? Choose a High Priority rating if its implementation offers substantial promise of improved student learning, more effective teacher practice, and/or more efficient organizational operations.
- Is this practice something you've been striving for already? If so, give it a High priority rating.
- Does this practice complement existing reform initiatives in your school or district? If so, rate it a High priority.

### 4. How would you rate the **opportunity** for your school or district to implement this practice?

- Would it be relatively 'easy' to adopt practices described in this indicator? i.e., are the infrastructure elements in place (decision making processes, data collected and accessible)
- Would it be relatively 'hard' to establish these systems or practices? i.e., substantial resource limitations (time, personnel, expertise); restrictive regulations or contradictory policies
- Rate the opportunity from 1 to 3 (3 for 'easy'; 1 for 'hard') based on your conversation.

### 5. Fill in the **evidence** for your rating this practice.

- Use the answers to these questions to draft a paragraph describing why you believe your ratings of implementation, priority, and opportunity are accurate.
  - Does your evidence reflect the perspective of all staff, and is it accurate for all schools, teachers, students?